



Experiential Decision Making Games

to support

Developing Strategic Thought

at
the US Army War College





Decision Making by Experts



"...[their] secret was that their experience let them see a situation, even a nonroutine one, as an example of a prototype, so they knew the typical course of action right away. Their experience let them identify a reasonable reaction as the first one they considered, so they did not bother thinking of others. They were not being perverse. They were being skillful..."

Gary Klein, in *Sources of Power*, describing how experts use their experiences to make 'intuitive' correct decisions under pressure





From EL to EE

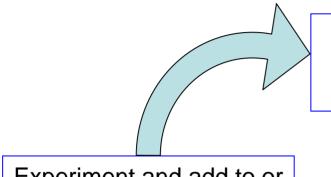


- Experiential Learning (EL). Theory that learning occurs in cycles of interaction, reflection, abstraction, and experimentation*
- Experiential Education (EE). Deliberate, structured application of interactions (...or experiences) to 'force' the EL cycle with respect to a certain set of desired skills or thought patterns'

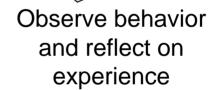








Experience or interact with the environment



Experiment and add to or modify concepts based on new experiences

Generalize or form abstract concepts based on reflection



Experiential Education (EE)

- ***
- Experiential education creates experiences to structure this cycle deliberately. Rather than wait for this process to happen by chance, specific activities and events are planned as experiential events. The type of information available to the decision maker is manipulated, environmental factors are varied, and events are sequenced to optimize opportunities to develop skills. To structure this cycle, experiential education efforts must:
 - Engage the learner mentally
 - Emulate real-world environments (fidelity can vary depending on learning objectives)
 - Give the learner a level of control over decision making
 - Allow the learner to experience effects of decisions and reflect on outcomes
 - Revisit experiences increasing complexity of experiences to expand learners' knowledge and skills.



Practicum



Seminar Level Role Playing Simulations

Synchronous

Asynchronous





Individual Games & Simulations

To Increase Depth of Understanding, To Practice, or To Refine Skills



Capstone Role Playing Simulation

Strategic Crisis
Exercise







Application & Roles



SEEG: Research, ID, **Acquire and Build The Environments required** for specific EL **Objectives**

Experience or interact with the environment

Experiment and add to or modify concepts based on new experiences



- Experience
- Observe/Reflect
- Develop Concepts
- Experiment/Modify
- Repeat...



Observe behavior and reflect on experience

Generalize or form abstract concepts based on reflection





Application & Roles



SEEG: Research, ID,
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Objectives

Interact with the environment

Faculty:

Define EL Objectives
Observe Participation
Assist in Concept
Development

& Refinement

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EM&T: Overview of the Process to Ensure Appropriate Educational Methodology & Practices

